

I. C. I. R. I. BULLETIN

Volume II, Number 4

June 1, 1950

PITTSBURGH PROFESSOR ELECTED I.C.I.R.I. PRESIDENT

Dr. Gerald A. Yoakam, Professor of Education at the University of Pittsburgh, author of numerous books and contributor to various professional periodicals, has been elected to succeed Dr. Nila Banton Smith as president of I.C.I.R.I.

Dr. Yoakam's acceptance of the Presidency presages the continued expansion and service of the Council.

Dr. Smith, Professor of Education at New York University, has served as President of the International Council during the past year. During her Presidency the I.C.I.R.I. expanded to truly International status. The scope of its services was materially broadened and its prestige as a professional organization firmly established.

A Message from the Retiring President

Dear Fellow Members of I.C.I.R.I.

New York University
New York, New York
June 5, 1950

It is with mixed feelings of regret and happiness that I leave the office of President of I.C.I.R.I.

I shall miss the stimulating contacts with members of the Executive Board; I shall miss the exhilarating experience of helping to plan for and of participating in various activities designed to help in making the organization "bigger and better;" I shall miss the responsibility of leadership of an organization which I believe is so definitely worthwhile and so direly needed. All of these I shall miss; therefore, I cannot leave office without regrets and a feeling of sadness.

My regrets, however, are balanced in many ways. I am happy that the membership of the organization has more than doubled during the past year. I am happy about the splendid work which is being done in Canada. I am happy that people everywhere are hearing about and becoming increasingly interested in the possibilities of I.C.I.R.I. as an agency for improving reading instruction. Finally, I am happy, very happy, indeed, to know that the organization is to be headed by such a competent person, and by a person so well-known in the field of reading as Dr. Gerald Yoakam. We are most fortunate to have him for our next President!

My very best wishes go to Dr. Yoakam for success during his administration, and to all of you who participate in or benefit by the many constructive measures which I am sure will be taken in the behalf of improved reading instruction.

In conclusion I wish to thank the Executive Board and all members for the splendid cooperation which you have given to me during the term of office in which I tried to serve you. My loyalty, support and deepest interest will always be with I.C.I.R.I.!

Fraternaly yours,

Nila B. Smith

Past President

I.C.I.R.I. Bulletin

Published five times each year by the
INTERNATIONAL COUNCIL for the IMPROVEMENT OF READING INSTRUCTION

Contributing Editors

Edith Huffman

Elementary Supervisor
Asheville City Schools
Asheville, N. C.

A. J. Pellettieri

Director, Reading Clinic
Mississippi Southern College
Hattiesburg, Mississippi

Margaret A. Robinson

Brant Street School
Toronto, Canada

Madora E. Smith

1533 C - Wilder Avenue
Honolulu, Hawaii

Lester R. Wheeler

Director, Reading Clinic
The University of Miami
Coral Gables, Florida

Publication Chairman

Marjorie Seddon Johnson
Reading Clinic Laboratory
School
7500 Oak Lane Road
Phila., 26, Pa.

EXECUTIVE BOARD MEETING, JUNE 3, 1950

The following is a resume of the action taken by the members of the Executive Board at a meeting called by the President at Philadelphia, Pennsylvania on June 3, 1950.

Action on vacancies existent in the Executive Board were taken as follows:

1. Dr. Gerald A. Yoakam, University of Pittsburgh, was elected as President to replace Dr. Nila Banton Smith, New York University. (Dr. Smith will continue to serve with the Executive Board as Past President.)

2. Dr. Emmett A. Betts, Temple University, was elected as Chairman, Organization Committee to replace Miss Rosemary Green, Philadelphia School District, who resigned in January, 1950.

3. Miss Nancy Larrick, Editor, Young America Magazine, was elected as Chairman, Publications Committee to replace Mrs. Marjorie Seddon Johnson, Temple University.

4. Resignations from Vice-President Dr. Edward Meyer, Philadelphia School District, and from Treasurer Mr. Millard

Black, were accepted with the proviso that these officers continue to serve until they can be replaced by action of the Executive Board.

The Past President and the new President were appointed to assist Chairman Betts in the duties of the Organization Committee. These three were designated to serve as a temporary committee authorized to designate State and District Chairmen for promoting the organization of State and Local Councils of the I.C.I.R.I.

Suggestions for the reorganization of the present I.C.I.R.I. Bulletin were discussed and compiled as follows:

1. The Bulletin should be organized in the following editorial sections: (a) Research, (b) Practical Reading Aids for Elementary Teachers, (c) Practical Reading Aids for Second-Teachers, (d) New Publications in the Field of Reading Instruction, (e) Reading Conferences and Courses for Teachers of Reading, and (f) Local Council News.

2. The Bulletin should consist of material which will be of practical

(continued on page 11)

AREAS OF GROWTH IN A BASAL READER PROGRAM
Dr. Nila Banton Smith

The Interest Area of Growth

Most normal first-grade children want to learn to read. They have derived pleasure from stories and comics which older people have read to them. Through such reading contacts they have become aware of the fact that printed pages in books, magazines, and newspapers hold something of interest and amusement for them. They have arrived at the further realization that this something which they enjoy is tightly locked within black and white symbols, and that these symbols can be unlocked only when one knows how to read. Aside from wanting to read in order to enjoy more abundantly the pleasurable content of books, children want to learn to read for the sheer satisfaction of mastering the skill. They admire the achievements of grown-ups and older children and among these achievements, the ability to read stands out prominently. They, too, want to master this skill which they see used so universally in life about them.

The child's initial desire to read undoubtedly springs from these two sources: interest in reading content, and ambition for skill achievement. These two purposes are very strong assets to him in learning to read. They should be recognized as "capital stock" in planning material and learning activities for him to use in his basic reading experiences.

This potential interest in reading leads into a tremendously significant area of development. Without interest children will not read. Without interest they will make no use of the skills which we so meticulously develop. Therefore the teacher must "work at" the job of developing interest in reading as well as to take on the responsibility for developing skills in the other growth areas of this subject.

The teacher's provision for growth in interest should be that of supplying her pupils with reading content which is full of action and which abounds in

interest-peak incidents. Too, the illustrations should be attractive, well-drawn, and colorful. From the interest standpoint the pictures in basic readers should at least be equivalent to those found in the story books which the children have at home and in the better magazines found on newsstands.

While the interest factors in the material used are important, the teacher cannot rely wholly upon the material itself to develop permanent interest in reading. She must make sure that the activities used in connection with each reading lesson are purposeful and enjoyable to the children. She would do well to evaluate each reading lesson in terms of the questions below:

1. Is something done to arouse the children's interest in the selection before they undertake to read it?
2. Is something done to clarify any concepts which may cause confusion so that children will be free to enjoy the story meanings in the fullest sense?
3. Do the children have some definite purpose for reading the story as a whole?
4. Do they have a motive for reading smaller portions of the story as the lesson proceeds?
5. Is the whole procedure one which will cause the reading of the selection to be pleasant and interesting to the children, rather than leaving them with the attitude that they have just been put through another reading exercise?

The "reading recitation" in which children "come to class" only to stand up one after another and read orally the successive paragraphs in a reader selection, should have vanished from the classrooms of America along with the New England Primer and the Blue-book Speller. As a means of developing interest in reading as well as providing mastery over reading skills, the periods devoted to the reading of selections from the basic reader, to-

(continued on page 4)

Areas of Growth

(continued from page 3)

gether with their accompanying activities, should constitute some of the most interesting and challenging periods of the day.

There will be other periods, however, in which the teacher will be working with the children on skill development activities--periods in which the children won't have any readers in their hands. From the standpoint of interest development these periods too should be challenging and enjoyable. Games should be used in connection with practice elements; activities should be varied and changed frequently; interest in achievement should be capitalized and appeal made to individuals to "see if you can do this" or to "see if you can do this better than yesterday"; some phases of the practice work should be easy enough so that every individual may experience success. In behalf of development of interest in reading every technique used during skill-development periods should contribute to personal satisfaction and enjoyment.

Then of course, the teacher of basal reading needs to stimulate and encourage wide reading from other books just as rapidly as the basal reading program frees children to engage in such reading independently. Being able to apply techniques developed in basal reading for one's own enjoyment in independent reading is one of the best assurances of permanent carry-over reading interest in life.

Reading is faced with many competing agencies at the present time. The radio, television, movies, and picture magazines in many instances afford the individual with about all of the information and entertainment that he desires. We as teachers would like to develop a race of individuals who will read widely, not only to enjoy its heritage in literature, but also to sift the wheat from the chaff in seeking reliable information and in making wise decisions.

The development of interest in reading is a growth area of extreme importance

at the present time. While teaching basal reading we must keep this goal uppermost in our minds and use every technique at our command to further its development.

The Meaning Area of Growth

One of the child's needs in learning to read, as discussed above, is that of having placed at his disposal some means of working out the pronunciation of symbols for new words. Another need of equal importance is that of having assistance in learning to get meanings from symbols and groups of symbols. The child must not only learn to give names to symbols when he sees them, but he must learn also to get meanings from symbols and to think in terms of these meanings as he follows lines of print across the printed page.

A careful canvass of the interpretation problems of children reveals the following possibilities for improvement in meeting children's needs in learning to get meanings:

1. A clearer recognition of the fact that interpretation involves bringing meanings to symbols as well as getting meanings from symbols.
2. A clearer recognition of the fact that interpretation is a many-sided mental process which takes devious twists and turns according to the purpose for which reading is done and the material which is being used.
3. A clearer recognition of the fact that failure to get the precise meaning of a word as used in a particular contextual setting, may cause a child as much trouble as not being able to work out the pronunciation of a word.
4. A clearer recognition of the fact that the child needs a definitely organized, carefully graded, carefully maintained program in learning to get meanings as much as he needs such a program in learning to recognize words.

The child's initial experiences in reading should be of the type in which he brings meanings to symbols.

(continued on page 5)

Areas of Growth

(continued from page 4)

The first medium usually used by teachers for this purpose is experience stories, that is, chart stories which record the children's own experiences. In reading these simple stories the child brings meaning to the symbols. He already knows what the symbols tell because he has experienced it. But reading symbols out of a book is more difficult, for now the child is reading about someone else's experience; he doesn't already know the message which the symbols have to convey. This transition must be made with the greatest care. It can best be accomplished through discussion of pictures which accompany the text in the first preprimer. The first pages carry pictures of characters or situations accompanied by a line or two of text. If the teacher guides discussion skillfully she can practically "put the printed words into the child's mouth" as an integral part of a total pictured experience. Thus in the first book-reading situations, the picture substitutes in a very simple way for the child's own personal experiences in bringing meaning to the symbols. This provision for making symbols meaningful should be used throughout the first grade but with decreasing prevalency, in order that the child may have increasing numbers of experiences in the next and more difficult step of learning to get meanings out of symbols, just the bare symbols themselves as he meets them on the page, without the step of pre-filling them with meaning through picturization and explanation. Helping the beginning reader to put meanings into symbols is a necessary first step, but if this method is prolonged and used almost exclusively throughout the primary grades, the child's meaning development will be lopsided and inadequate. He must have many experiences in which there is real mental impact between him and the symbols; experiences in which he forces the symbols to give meanings back to him, and in which he is required to make some mental reaction to these meanings. Such experiences make use of a variety of mental processes which are difficult for many children. More

work in the types of reading in which children are required really to think in terms of reading symbols should yield much to the improvement of learning to get meanings.

In the past, answering fact questions directly based on the text has been the most commonly used technique for developing interpretation. This technique in itself is entirely inadequate. We must provide for an abundance of other activities calling for a variety of interpretive responses in which the individual must think rather than simply recall, such as: solving riddles, evaluating statements, "reading between the lines," making inferences, drawing conclusions, evaluating conclusions, supporting personal statements, sensing cause-and-effect relationships, making comparisons, arriving at generalizations, etcetera. Such types of experiences call for real thinking with and about meanings derived from reading symbols. Thus the child is given practice in getting meanings from symbols and in reacting to these meanings in thought-provoking situations.

The discussion, so far, has been concerned largely with types of interpretation necessary in getting meanings from passages, paragraphs, or sentences. There is another area of exploration in this field of meanings which promises rich returns to the teacher who is seeking ways of meeting her pupils' reading needs more adequately. This area is concerned with the possibilities of giving more intensive and more extensive assistance in helping them to get the full sense of word meanings as such meanings are influenced, colored, and modified by different contextual settings in which they are found. As stated earlier in this section, confusion resulting from inability to sense the meaning of a word as used in a particular context may as frequently cause the child difficulty in reading as inability to work out the pronunciation of a word. One instance might be cited as an illustration: a child had been introduced to the new word row while reading a story about another child who helped his uncle row a boat on a lake. This word had been introduced in the

(continued on page 6)

Areas of Growth

(continued from page 5)

concept of a verb meaning "to propel with an oar." A few days later this same child read a story with a farm setting in which mention was made of "a long row in the cornfield." The child experienced confusion and frustration at this point and finally stopped trying to read at all. He recognized the word row very readily, but his entire reading process broke down because he couldn't reconcile "a row in the cornfield" with his concept of the meaning of row in the story with the lake setting.

As indicated above, the meaning of a word is colored by the particular context with which it is surrounded and this meaning varies from one contextual setting to another. This variability of word meanings causes the child no end of trouble when he is learning to read. He needs to have special help in sensing the precise meaning of words, more help than is afforded by simply calling attention to them while reading stories. He needs definitely planned experiences in recognizing types of word meanings which may cause difficulty in reading. These experiences should be concerned with activities such as: interpreting different meanings of the same word as in the case of row mentioned above; interpreting similar meanings of two different definitions of a word as applied to its use in different contexts; recognizing words which belong to a "class name" representing a group of words as fruit, clothing, foods; recognizing words opposite in meaning as full-empty; recognizing word relationships as hammer-nail; recognizing words which are spelled differently but pronounced the same, as flower-flour.

Some of the techniques which are effective in giving practice on specific word meanings are: class discussion of new meanings, drawing illustrations of new nouns, dramatizing verbs, drawing lines connecting words of similar or opposite meaning when arranged in two separate columns, organizing mixed lists of words under class names, substituting one word for another of similar meaning in a sentence, choosing the right word from several words to

complete a sentence, selecting the right word from several different definitions of the same word as applied to the use of this word in a given context.

The Appreciation Area of Growth

Every individual, child as well as adult, has a deeply-seated need for the pleasure that comes through reliving human experience as portrayed by the writers of good literature. Appreciation of good literature and enjoyment of good literature go hand in hand.

Children's appreciation of literature should grow along with their unfolding mental powers and increasing reading ability. But it doesn't grow fully unless it is fostered, nurtured, and guided!

For many years teaching appreciation of literature was the sole objective for teaching primary reading. This aspect of reading instruction was undoubtedly greatly over-emphasized at the expense of skills needed in the other reading areas. Developing appreciation of literature, however, still should be one of the major objectives of completely balanced basal reading instruction.

In order to promote growth in appreciation of good literature, effort must be expended to place before children selections which are high in literary quality. If we are to develop a sensitiveness to certain literary qualities, then those qualities must be present within the stories, so that the children and teacher can pull them out for special attention and enjoyment.

What techniques can the teacher use to develop appreciation and enjoyment? Some procedures which have been found helpful for this purpose are: comparisons and contrasts, subtle references to a deserving word or phrase, dramatization, good oral reading as a medium of sharing, and restrained use of choral verse. Above all, the teacher, herself should have a keen appreciation of literature, for her love of all that is fine in literature will be contagious in many ways which cannot be stated as specific techniques.

APPROACHES TO DIFFERENTIATED GUIDANCE IN READING

Dr. Emmet A. Betts

(excerpts from an address delivered March 1, 1950)

Differentiated Guidance: Plans

Within the last century many plans have been advanced for differentiating instruction to meet individual needs. Most of the earlier plans were general administrative approaches. These plans embraced (1) frequent reclassification and promotion of children, (2) coaching "laggards," (3) highly systematized individual instruction, and (4) classes for special groups.

More recently, attention has been focused on the teacher and his classroom. A successful teacher provides differentiated guidance through (1) class, (2) group, and (3) individual developmental activities. By creating a desirable social and emotional climate, the teacher helps each learner to become articulate regarding his level of reading achievement and his general needs.

Since individual differences are generally conceded to be of prime importance, their consideration is a perennial problem. Individual differences enter into curriculum considerations, the selection of instructional materials, the establishment of admission and promotion policies, the development of satisfactory home reports, and a host of other factors influencing wholesome pupil development. Hence, an effective and broad program of differentiated guidance requires the cooperative efforts of parents, administrators, supervisors, and teachers.

Classroom Approaches

When the teachers' meeting is adjourned, the panel discussion is terminated and the last word is written for a professional textbook, the scene is shifted to the classroom. Here is where differentiation of instruction takes place.

The administrator can make plans; the supervisor can conduct teachers' meetings, workshops, and demonstrations; the reading specialist can give

his best lecture--but the final test of theories and plans takes place in the classroom. How adequate the differentiated guidance is depends upon the professional competence of the teacher; administrative policies regarding the selection of instructional materials, library facilities, promotions, home reports; parent-teacher relationships; and a number of other considerations.

General administrative plans for differentiating instruction sometimes fall short because they fail to take into consideration differences in the levels of professional competence of teachers. Regimented supervision can produce regimented classrooms. The regimented use of basal textbooks is generally conceded to be undesirable. Likewise, a regimented approach to a core curriculum or to unit development of curriculum areas can produce teacher and pupil frustration.

Supervisors must study teachers--their level of professional competence, their motivation, their strengths and weaknesses. On the basis of this study, teacher supervision can be differentiated.

One of the "secrets" of successful differentiated guidance is the teacher's administrative ability. Without careful teacher-pupil planning of activities, differentiation can deteriorate to the level of confusion.

Differentiated guidance provides for the practical recognition of differences between individuals in terms of levels of achievement and of needs. Highly individualized instruction alone does not offer an adequate social setting for learning. Grouping in terms of the pupils' "levels" of reading achievement is not the answer to the problem of individual differences. But, both individual help and small group guidance are incorporated in a systematic program of differentiated guidance designed to achieve the social objectives of education.

(continued on page 8)

Differentiated Guidance
(continued from page 7)

Types of activities

Of necessity, any approach to differentiated guidance begins with the consideration of the curriculum in relation to the learner. The issue usually is not one of adjusting the child to the curriculum. This consideration may obtain, in part, for a child with a remedial or a corrective reading problem. In the final analysis, the concept of a one-ladder curriculum which all children must climb cannot be reconciled with the concept of individual differences. The issue, instead, is a dual one: child-curriculum.

Neither the text-book author nor the teacher can predict the specific reading needs of a child for a unit of reading matter. In general, it can be predicted that the child who is reading at his instructional level will identify specific word recognition and/or comprehension problems. The specific word recognition problem may involve syllabication, a consonant blend, or some other linguistic element. Specific needs vary from one individual to another and must be cared for on the spot. The point to be emphasized is that reading needs grow out of the curriculum as the learner deals with it.

1. Class Activities. Differentiated guidance begins with class, not group or individual, activities. The class is held together by mutual interests, common experiences, and community planning. This general interest, or factor, promotes rapport among pupils and between teacher and pupils. It is the rudder that stabilizes and guides the class ship.

Differences in aptitudes, interests, and achievements make the classroom interesting--lifelike, if you please. Each pupil is in a position to contribute something unique to a discussion, a dramatization, a science experiment, a music festival, and so on. Purposes for many group and individual activities grow out of class planning. and cooperative evaluation of progress.

Class activities heighten interest and play a major role in motivation. A unit in social science, a project in science, or a story hour can be conducted with all pupils participating. Each child can prepare himself by turning to reading materials within his understanding. Each can contribute something worthwhile to the class activity.

So far as differences in reading ability are concerned, successful participation in class activities depends, in part, on the emotional and social climate in the classroom. If the children are trained to spend more time tearing down than using a pupil's contribution the mental health of the whole class is at a low ebb. Emotional climate depends upon understanding, not tolerance. To participate successfully, the individual must recognize the difficulty of material he can read as well as be sensitive to the interests of the class.

2. Individual activities. In all classrooms, there is a place for individual guidance. Children need help on such things as locating relevant materials, planning a science demonstration, organizing information, and the like. Some of this individual guidance may be given by the class during the planning and development of a unit. Occasionally, the teacher may provide the help in a brief, personal conference.

Individual guidance is also required to relieve the occasional child of a learning frustration. A word is mispronounced--and subsequently misspelled because the child needs help on auditory discrimination. Retention of word learning may be inadequate because the child needs some temporary help from a kinaesthetic technique. Individual guidance given in time may save the child days, months, or years of frustration.

A child who is gifted or has special talents may be motivated to higher levels of interest and efficiency by special encouragement. His interests may be broadened, for example so that he turns from cowboy books or poetry to science or history.

(continued on page 9)

Differentiated Guidance
(continued from page 8)

In short, highly individualized guidance has a place in a broad program of differentiation. Independent reading and study habits are fostered; learning frustrations are reduced; and the child's curriculum is enriched.

3. Small group activities. Organizing the class into small groups for specific purposes is an effective way to provide for differences in achievement levels and needs. Small groups may be organized for basal reading instruction, for corrective or remedial reading, for investigating a small area in a larger unit being studied by the class, for preparing a dramatization or a science experiment, for developing an art project, or for many other purposes. The organization of these groups is achieved in the normal course of events. No particular "fanfare" or "to-do" is required.

Bases for Grouping

From the above discussion, it is clear that there is more than one way to group children within the classroom as part of a plan for differentiating guidance in reading. How the grouping is done depends upon the teacher's knowledge of child development, concept of the curriculum, mastery of teaching techniques, administrative ability, and other factors.

In this discussion, three approaches to grouping will be described briefly: (1) reading "levels," (2) specific needs, (3) interests. These three approaches have been selected because they represent somewhat different combinations of objectives.

One of the bases for grouping is levels of achievement. This grouping must be kept flexible for at least two reasons. First, significant variations in individual profiles of achievement (e.g., in reading, arithmetic, science) require changing the membership of groups from one curriculum area to another. For example, not all members of a high ability group in reading can be expected to be in the high ability group in arithmetic.

Second, differences in learning rates make it necessary to maintain some tentative membership. The purpose of grouping is to provide more nearly equal learning opportunities for the children in the class.

All groups are characterized by differences as well as by likenesses. For example, the range of reading abilities in a typical third grade class is from the reading readiness "level" to seventh or eighth grade "level". Even with three, four, five, or six groups, there is a significant range of abilities within each group. Furthermore, each child within a group may have somewhat unique language and experience needs. It is clear then, that the concept of "homogeneous grouping" leads to false security. It is both a snare and a delusion.

When basic readers are used for developmental reading, it is necessary to provide for both small group and individual activities. The purpose of the grouping is to narrow the range of achievement levels for instructional purposes in order to give more attention to individual needs. For more than a generation, master teachers have discarded the inane and ridiculous procedure of having the entire class "recite a reading lesson" from one basic textbook.

An informal reading inventory is a satisfactory means of estimating reading levels. Since the purpose of a directed reading activity is to improve reading achievement, there should be no evidence of frustration in the reading situation.

Other things being equal, the lowest level achiever in the group will need help on no more than one word in twenty running words. If he experiences more difficulty, his comprehension "drops", he begins to employ undesirable crutches, and he loses interest. The highest level achiever in a group will need help on at least one word in eighty to one hundred running words. Without this challenge, he, too, may lose interest.

(continued on page 10)

Differentiated Guidance (continued from page 9)

The status and specific needs of each child in the group is observed during each directed reading activity. When the material in a well graded series of readers is too "easy" or too "hard" for a given individual, the desirability of re-grouping should be considered. When only a part of the group needs help on a specific problem (e.g., a word analysis skill), a special time is set aside immediately to give the necessary help.

No one can lay down hard and fast rules regarding the number of basic reading groups there should be in a given classroom. Both the teacher and the pupils should be considered. An inexperienced teacher--of any age or with any number of years of service--may run into serious problems with two or three groups. Furthermore, the desirable number of groups depends upon the ranges of reading abilities and the problems presented by the group. Some master teachers organize and administer in a satisfactory way from three to five groups.

A second basis for grouping is reading needs. When children have identified their own needs, they are ready for a special session with the teacher. In these instances, the teacher's job is to help the pupils classify their needs and to give them appropriate instruction. A teacher, for example, who knows the basic principles of phonics or of syllabication is in a position to use a "rifle" rather than a "shotgun" on such problems.

Small group meetings on specific problems need not be protracted affairs. Furthermore, the groupings are made on the spot, with the membership shifting, perhaps, from day to day. The chief value of this type of group is prevention. It keeps corrective and remedial problems from accumulating to the point that a major operation is required.

A third basis for grouping is pupil interests. The purpose of this type of grouping is the exploration of specific areas of science, social science, literature, and so on. The need

for group activities grows out of teacher-pupil planning. The chief advantage of this type of activity is the motivation, based on personal needs. Growth in reading through experience is achieved by guiding pupils to materials that can be read independently.

A striking example of this approach is being achieved in the Parker School District, Greenville, South Carolina. For more than a generation, the administrative, supervisory, and teaching staff has worked continuously on a systematic child-curriculum study program. Specialists in child development, science, social studies, and the language arts have worked with the teachers in their classrooms and in their own summer workshop. Enlightened leadership, cooperative study, and continuous effort are producing a school situation in which a broad program of differentiated guidance in reading is yielding worthwhile results that contribute to the social objectives of education.

One of the significant units of the Parker School District organization is the Materials Bureau. On a long blackboard in this bureau is a perpetual listing of major interests being pursued in each classroom. At a glance the director of this bureau can identify the types of children's books and professional references needed. These references are collected by the director of the bureau and delivered to the classrooms by the drivers of school buses.

Grouping in terms of pupil interests requires considerable professional competence. Within a given "interest" group, there is the usual wide range of reading abilities. To deal with this problem, the teacher must be thoroughly grounded regarding concepts of independent and instructional reading levels. Both the teacher and the librarian must have some information regarding the reading achievement of the pupils and the readability of the instructional material.

Attention to the reading levels of pupils in an "interest" group puts reading instruction squarely in the center of the curriculum. The possibilities
(concluded on page 11)

Differentiated Guidance (continued from page 10)

of a better balance between assimilative and critical reading are extended. Help on specific language and experience needs arising from the learning situation supercedes isolated drill on language skills.

In summary, different types of small group activities are used effectively in a modern school. First, grouping on the basis of instructional reading levels is essential when basal textbooks are used. Second, when special needs are identified in a class or group activity, they may be cared for in a small group organized for that purpose. Third, grouping in terms of "interest" holds real possibilities for making an experience approach to differentiated reading instruction.

In Conclusion

An enormous amount of literature on individual differences and traits has been accumulated over the years. This literature almost overshadows the work which has been reported on patterns of language development and other factors in learning which call attention to the likenesses between individuals. Yet, teachers are continually calling for help on problems which require an understanding of the basic principles of differentiated guidance in all areas of learning.

Differentiated guidance is a point of view. It reflects a way of evaluating life in the classroom.

Differentiated guidance is the practical recognition of individual differences among learners. It provides the footing for effective, systematic instruction.

Differentiated guidance has implications far beyond the classroom. It provides for a way of living in the classroom which promotes the social objectives of education. While regimented instruction follows the pattern of dictatorships, differentiated instruction gives dignity to the individual.

Political leaders--both democratic and despotic--have demonstrated the value of "education" in promoting their programs. Heads of democratic governments

have emphasized "again, and again, and again" that self-government is effective to the degree that the citizenry is informed on fundamental issues. After more than 150 years, we are still working on basic problems of establishing political equality. It is, therefore, not paradoxical that in this year of our Lord we find it necessary to review certain fundamental issues regarding our responsibilities to individuals in the classroom. A working concept of differentiated guidance is a prerequisite to any endeavor to underwrite a political democracy with an educational democracy.

Executive Board

(continued from page 2)

value to teachers and supervisors of reading instruction.

3. These suggestions are to be turned over to the Publications Committee Chairman, and to be used at her discretion in the Bulletins for next year.

The dues for members-at-large and members of Local Council Groups who are members of the International Council, were increased from \$1.00 per year to \$2.00 per year, effective September 1, 1950. The Treasurer was directed to credit all members who remit dues prior to September 1, 1950, with full membership for the coming year.

LOCAL COUNCIL GROUPS

NO. 1. The Toronto and District Council for the Improvement of Reading Instruction. Executive Secretary: Mary E. Thomas, 144 Sydenham Street, Toronto, Ontario.

NO. 2. The Niagara Council for the Improvement of Reading Instruction. Executive Secretary: C. A. Manahan, Jr., 2348 Lundy's Lane, Niagara Falls, Ontario.

NO. 3. Y-O-U and Four Other Members could be it. Let's get the USA in this column, (or move the home office to Canada).

!NOTICE!

By action of the Executive Board on June 3, 1950, dues for members of the I.C.I.R.I. were increased to \$2.00 per year, to become effective September 1, 1950. However, the Treasurer was directed to honor, to and including August 31, 1950, the receipt of \$1.00 remittances as full payment of annual dues for next year.

Where else can you get 2 for the cost of 1? Renew your present membership before the first of September and "save a buck." Better yet, be a good neighbor by telling your friends who have not yet become associated with this fast growing organization how they, too, can be thrifty. Mail your dollar now to the Treasurer, Millard H. Black, Temple University, Philadelphia 22, Pennsylvania.

**I.C.I.R.I. - A.A.S.A. MEETING
EMPHASIZES VARIED APPROACHES**

In connection with the annual convention of the American Association of School Administrators, held in Atlantic City, February 25 to March 2, the I.C.I.R.I. held an open meeting over which President Nila B. Smith, presided. Approximately three hundred delegates were present in the Venetian Room of the Ambassador Hotel on the afternoon of March 1 to hear the panel discussion and to participate in the question period that followed.

Prior to the panel discussion, Dr. Emmett A. Betts delivered an address, "Approaches to Differentiated Guidance in Reading," excerpts from which appear on pages 7 to 11 of this Bulletin.

Dr. W.S. Gray, as chairman, introduced the following members of the panel: Dr. A.I. Gates; Dr. Albert J. Harris; Miss Sallie Kate Mims; and Dr. Gerald A. Yoakam.

Each of the speakers in turn presented the principles he felt should direct the attempt to meet the problems of

differentiated instruction in reading. Viewpoints varied, but the concern of both the speakers and the audience for the urgency of these problems was evident.

Miss Jennie Collova and Mrs. Kathleen Sheehan, both classroom teachers in Margate City, N. J., and both charter members of the I.C.I.R.I., served as recorders for the meeting. Careful study of their records show that the following principles were emphasized during the discussion:

1. Both group and individual instruction should be used in differentiation.
2. Basic to differentiation is the development and maintenance of emotional adjustment through the development of the child's feelings of security, belonging, and adequacy in a program designed to develop the whole child.
3. Growth is a continuing process with the continuity of growth lying within the child rather than within the subject matter.
4. The growth cycle within each child is dependent upon the inter-relationships of all facets of his growth. No one facet can develop independently.
5. The need for differentiated guidance is commonly recognized. The real need is to develop classroom teachers capable of differentiating instruction.
6. Supervisory officers are responsible for giving to classroom teachers the guidance necessary to produce competence. Supervisors must be able to demonstrate the application of the principles they advocate.
7. Practical problems of classroom management must be solved before differentiated instruction can be easily and generally applied, namely:
 - a. Materials must be supplied to meet the individual needs of children within the class.
 - b. Adequate space must be provided for groups of children to work

(continued on page 16)

WHEN SHALL WE TEACH PHONICS?

Dr. Nila Banton Smith

For many years children were taught phonics as soon as they entered the first grade. More recently, however, a body of opinion has been formulated in regard to the desirability of postponing phonics instruction to a time later than beginning first grade. The reasons in favor of such a postponement are as follows:

1. Children should develop an interest in reading and a desire to read before working with so technical an aspect of reading as phonics.

2. Children should acquire the attitude of reading for meanings in sentence, phrase, and word wholes before having their attention directed to the analysis of words into sound elements--an activity which might distract temporarily from their meaning concepts.

3. Children should first acquire a reading vocabulary of word-wholes sufficient in size to represent the letter sounds which are later to be taught, so that they may generalize from known words those sounds needed in unlocking new words, for example: if we are to teach the consonant f, the child should previously have had experience in recognizing a few words beginning with f, such as fox, fat, for.

4. It is important to make a start in the type of reading which is conducive to the establishment of good eye-movements before causing the children to concentrate on the smaller units within words.

5. The complex activity of mastering the early mechanics of reading constitutes a program which is too strenuous both for teachers and children if the additional subject of phonics is introduced during the first few weeks.

Granted that it is advisable to defer the teaching of phonics at the beginning of the term, just when are children ready for such practice? Opinion and experience provide us with a few guides as listed below:

1. When the child has developed a desire to read.

2. When he has mastered the very early mechanics of reading and the habits of reading for meanings.

3. When he has mastered a reading vocabulary large enough to represent the most common sounds. (Such a vocabulary gives him a basis from which he may generalize sounds needed in unlocking new words.)

4. When he has had practice in reading a quantity of narrative material as a means of laying the foundation for good eye-movements.

5. When he has enjoyed rhymes and other simple poems which cause his ear to be sensitive to likenesses and differences in sound.

6. When he, of his own accord, begins to notice likenesses and differences in words.

In addition to the opinion of experts, a few studies have been conducted which have yielded data in regard to the maturation level at which children can best make use of phonics. "The Newark Phonics Experiment," as reported by Sexton and Herron, has special significance in regard to the time of introducing phonics. This investigation involved several hundred children who were followed in their progress from 1B grade through the first half of the second grade. The conclusions drawn were to the effect that the teaching of phonetics functioned very little or not at all during the first five months of reading instruction, that phonetics instruction began to be of some value in the second five months, and that it was of great value in the second grade.

Another significant investigation was reported by Dolch and Bloomster. These investigators stated the purpose of their investigation in this way:

(continued on page 14)

Phonics

(continued from page 13)

"Children with mental ages below seven years made only chance scores; that is as far as this experiment indicates.

A mental age of seven years seems to be the lowest at which a child can be expected to use phonics even in simple situations provided by these two tests."

The investigations cited above and others would indicate that the child reaches the maturity level at which he can most successfully make independent use of formal phonics when he is seven years old mentally, which period normally falls in the second grade.

It does not follow, however, that nothing should be done about phonics until second grade. Phonics is such an important skill, that a strong preparatory program should be provided throughout the first grade, a program which will bring the child to such a state of maturation in respect to phonics that he will be able to make wide and independent use of his knowledge of letter sounds in attacking new words immediately upon entrance into the second grade.

Such a program will begin laying the foundation for phonics during the reading readiness period. This foundation work will consist of carefully planned practice in visual discrimination and auditory discrimination. During the readiness period keenness in visual discrimination can be developed through experiences in which children match objects, colors, pictures, and figures of different shapes. Keenness in auditory discrimination may be promoted through planned experiences in identifying and supplying rhyme words, and through experiences in which the child becomes sensitive to the beginning sounds in words through the use of speech jingles which stress certain sounds usually difficult for children to enunciate.

During the preprimer level it is appropriate to continue with activities initiated during the readiness peri-

od, and, in addition, to provide practice in matching sentences, phrases, and words, and in hearing likenesses and differences in words and letter sounds.

As the children progress into the primer period they are sufficiently mature to engage in more advanced activities in visual discrimination requiring concentrated practice in scrutinizing word forms for the purpose of detecting likenesses and differences and in noting specific consonants and consonant combinations. They are ready also for a "step-up" in auditory discrimination. While it is profitable for them to continue auditory activities used during the preprimer period, they are now ready for definitely organized practice in detecting similarities and differences in the sounds of initial consonants in words and for making a beginning in detecting the sounds of final consonants. They are now able also to supply, verbally, new rhyming words to a list of rhyming words.

In the first reader period it is of course advisable to continue all visual and auditory experiences used during the primer period. But at this level children are ready for still more intensive work in identifying consonants and consonant combinations visually and in recognizing their respective sounds. They are also ready for more intensive work in recognizing the rhyme elements in words.

All of the phonic activities mentioned above are entirely within the maturation capacities of first grade children, yet they systematically and progressively build phonics power.

As stated above, data resulting from scientific investigation indicates that the seven-year-old or second-grade child has reached the maturity level at which he can make the best use of formal instruction in phonics. When he reaches this

(continued on page 15)

Phonics

(continued from page 14)

state of maturation, certainly no time should be lost in launching an intensive and carefully organized program to promote the wide and independent use of phonics in attacking new words. The child's natural readiness for the use of phonics at this level, plus his rich background preparatory experiences in phonics as described for the first grade above, combine in causing beginning second grade to be a strategic point in phonics instruction.

At the second grade level children are ready to make wide and successful use of all four aspects of phonics instruction: (1) visual discrimination; (2) auditory discrimination; (3) blending (through word building experiences); and (4) contextual application (or experiences in which children apply all of their phonic knowledge in attacking new words in context). Extensive practice should now be provided in all of these aspects of phonics, and the child should be expected to apply them independently whenever he meets in his reading new words which lend themselves to phonetic analysis.

All phases of this work should be continued in the third grade. Children in this grade have not yet learned dictionary techniques; they must depend largely upon phonics in attacking new words, and they, like second grade children, are at a maturity level at which they are able to make extensive use of phonics. All of the phonic knowledge developed in the preceding grades should be reviewed, maintained, and continuously applied at this level; and some of the more difficult phonic elements should be delayed for introduction at this point.

Phonics instruction should still continue throughout the middle grades, at least in two capacities. First, there are usually some children in the fourth, fifth, and sixth grades who are retarded in reading and who have difficulty in word recognition. If these children have not yet learned to use the

tool of phonics in attacking new words independently, then they should be given both developmental and maintenance work in phonics at whatever level is appropriate for their respective stages of maturation in phonics growth.

In addition to using phonics for corrective work with retarded pupils, the upper grade teacher should keep phonics usage alive with all of her pupils, and also carry it forward in at least two new steps. One of the new developments in phonics at this level is that of applying phonic techniques to polysyllabic words. In the primary grades most of the phonic work is concerned with words of one syllable. When children try to use phonics in pronouncing the longer words of two, three, or four syllables at the fourth grade level they often experience difficulty. One of the first responsibilities, then, of the fourth grade teacher is to teach children to divide words into syllables then to apply phonics to each syllable as they have been accustomed to applying phonics to one-syllable words in the primary grades. Fifth and sixth grade teachers should continue and encourage this combined application of phonics and syllabication in cases in which children still have difficulty in pronouncing new polysyllabic words.

The middle-grade period is, of course, the one in which children should develop facility in using the dictionary. Phonics is basic to one phase of dictionary work--that of learning to interpret diacritical markings. If in the primary grades children have learned the variant sounds of some elements such as the long and short sounds of vowels, the two sounds of g, the two sounds of c, etc., then the upper grade teacher has only to explain the markings for these sounds and to give practice in interpreting these markings. She will proceed to teach additional new sounds and interpretation of their markings in the dictionary.

So in answer to the question "When shall we teach phonics?" we might well answer: "All through the elementary school, adjusting instruction continuously to maturity levels and individual needs."

In a report to the President of the I.C.I.R.I. on January 4, 1950, Miss Margaret A. Robinson, Provincial Chairman for Canada, announced:

1. Members-to-date are distributed as follows:

British Columbia.....	3
Alberta.....	31
Saskatchewan.....	3
Manitoba.....	5
Ontario.....	133
Quebec.....	3
New Brunswick.....	3
Total....	181

2. Local Councils	Members
Toronto and District Council	106
Niagara Council	
(Chartered 3/9/50)	18

This is a fine record for one year's work on the part of Miss Robinson. It represents not only many hours of earnest endeavor on her part, but also on interest in and loyalty to the I.C.I.R.I. I. which is unsurpassed.

But that is not all! Through this same diligent worker, the Toronto and District Council has submitted their tentative program for the coming year:

Topic: Developing Comprehension--
Stressing Study Skills

October Meeting--Speaker: Dr. David H. Russell. Subject: Developing Reading Skills

November Meeting--(a) Demonstration Meetings for Elementary Teachers. (b) Evaluation of present Secondary Reading Programs.

January Meeting--Study Skills using encyclopedic film strips.

March Meeting--(Tentative)

May Meeting--Business meeting

"The study of the problems of reading instruction.....and the encouragement of better practices in all
(continued on page 17)

Dr. Nila Banton Smith brings back a warm and enthusiastic report about the new Council at Toronto whom she met on March 27.

The group met with Dr. Smith for the presentation of their charter in Jarvis Collegiate Auditorium. Following the presentation, Dr. Smith gave an address on "What Constitutes a Balanced Reading Program?" Later the Council honored Dr. Smith with a banquet at the Royal York Hotel. The banquet was attended by school executives and instructional specialists, several of whom gave talks expressing appreciation to Dr. Smith for coming to Toronto to meet the I.C.I.R.I. group. They presented Dr. Smith with exquisite maple bookends wrapped in a paper decorated by a third grade pupil who had drawn upon it figures of children in different reading positions.

Dr. Smith was deeply appreciative of all of the courtesies shown her by the Toronto Council and wishes us all to know how keenly interested this group is in the activities of I.C.I.R.I. and in reading in general.

All of us should be very proud, indeed, of our Council in Toronto, and the vigorous way in which the members of this Council are forwarding I.C.I.R.I. interests and ideals.

I.C.I.R.I. Meeting
(continued from page 12)
without disturbing each other.

c. Classroom furnishings must be adaptable to differentiated instruction.

8. In the final analysis, reading, while it has social implications and social merit, is a process conducted by the individual. Therefore, instruction based entirely on group activities is not the whole answer.

9. There is need for a direct teacher-pupil relationship in reading instruction to meet the problems of the individual child.

(concluded on page 17)

"BUDDING" COUNCIL GROUPSI.C.I.R.I. Meeting
(continued from page 16)

In the January 1950 issue of The Edmonton Public Schools, Edmonton, Alberta, Canada the activities, aims, and purposes of the I.C.I.R.I. were publicized in an article entitled "Are There Others Interested." Apparently there were, for more than a score of persons from Edmonton have become members. It is rumored that a Local Council will be forming there in the Fall, under the direction of A. G. Bayly, Edmonton Public School Board.

Requests for membership are pouring in from Montana. Mrs. Dora J. Reese, Eastern Montana College of Education, is instigating the formation of a Council in the shadow of the buttes of Montana. Reports indicate that this group will inculcate their well-laid plans during the summer session.

From Hattiesburg, Mississippi, Dr. A. J. Pellettieri has reported that a group will be meeting to discuss the promotion of a Local Council during the one week Reading Conference being held June 12-16.

Members in both Mount Holly, New Jersey, and Utica, New York, are expressing the desire for local meetings of members-at-large in those areas. These interests are healthy signs of growth, and promise not only a larger and better international organization, but also that reading instruction in these communities is being stimulated by teachers interested in improving their pedagogical practices.

For information about how Local Council Groups can be formed, write: The Executive Secretary, I.C.I.R.I., Reading Clinic, Temple University, Philadelphia 22, Pennsylvania.

Activities in Canada

(continued from page 16)

phases of instruction in reading" would appear to be receiving its proper attention in Toronto. This program is one which President McCullough of the Toronto Council can well point to with pride.

10. Emphasis should be placed upon the development by the individual child of independence in reading.

11. Differentiated instruction must originate with and come from the classroom teacher. Differentiated instruction can be attained only when teachers are capable of handling such a program and willing to put it into effect.

12. Many individual needs can be met by working through large group interests, subdivided into lesser problems so that each child can work at his own level with teacher guidance.

13. For individual diagnosis and corrective instruction face-to-face instruction is necessary so that the teacher may follow the child step by step.

14. An intensive, intelligent study of the individual child is necessary for remedial instruction.

15. As much time should be devoted to the individual child as is necessary for him to acquire the skills essential to his being able to work independently and to solve his own problems.

16. Classroom libraries should anticipate the varying needs of children by providing adequate quantities of materials with a wide range of readability and interests.

17. In a differentiated program the teacher must decide when to conduct a class project and when to individualize instruction.

18. For differentiated instruction to be effective, materials on various levels must be available, the teacher must be familiar with these materials, and must know how to adjust the materials to the needs of the children.

PROFESSIONAL PUBLICATIONS OF INTEREST

The following publications appear to be of particular interest to members of I.C.I.R.I. Selections marked (*) were chosen by the Education Department of the Enock Pratt Free Library (Baltimore) as "outstanding Educational Books".

1. Helping Children Solve Their Problems
Bulletin of the Ass'n. for Childhood
Education, 40 pp., 75¢.

The foreword of this bulletin establishes one fundamental concern about children: "can we so treat them todaythat they will be up to the demands of the tomorrow they face?" The bulletin lists these areas in which the school may assist the child (1) to build courage and faith in themselves, (2) to develop belongingness, and (3) to keep alive the urge to learn.

2. *Toward Better Teaching: A Report of Current Practices, Ass'n. for Supervision and Curriculum Development, 282 pp., \$3.00

These reports from classroom teachers describe activities the Association believes to characterize better teaching in the elementary school, and junior and senior high schools.

3. *Child Development: Physical and Psychological Growth Through the School Years. Second edition. M. E. Breckenridge and E. L. Vincent. 622 pp. \$4.00.

This volume, presenting current findings and viewpoints in the field of child development, encourages controversy and continued research in this basic area. The bibliography is noteworthy.

4. *Classroom Techniques in Improving Reading. (Proceedings of the Annual Conference on Reading, v. 11, Sup. Educ. Mono. no. 69). W. S. Gray, ed. 246 pp. \$2.75.

Surveying current reading techniques appropriate to all levels through the junior college, this monograph is concerned with providing for individual differences.

5. Education and the Mass Media of Communication, Research Bulletin of the Natl. Conf. on Res. in English, John De Boer, ed. 72 p. 65¢.

This bulletin reports studies pointing the way "toward an enlargement of pupil experience through the utilization of... newspapers and magazines, film strips and motion pictures, radio and phonographic transcriptions (or recordings)."

6. Readability. Research Bulletin of the N.C.R.E., Edgar Dale, ed. 65¢.

Containing a critical summary of the outstanding contributions in this area, the bulletin covers these factors: (1) typography, (2) content of reading material and its interest value, and (3) structural factors of style. "Readability" should prove both informative and practical for all those interested in reading.

7. Readiness for Reading and Related Language Arts. Bulletin of the N.C.R.E. Nila Banton Smith, ed. 60p., 65¢.

Summarizing the research in each of the following areas, this bulletin is especially helpful in pointing out the interrelated character of the language arts areas: Readiness for reading, (2) oral and written language, (3) spelling, (4) vocabulary work, (5) handwriting.

LOCAL COUNCIL NO. 2

Our Canadian colleagues have done it again! In the February Bulletin it was announced that Local Council Group No. 2 could be "Y-O-U and FOUR OTHER MEMBERS." These three letters of the alphabet were ingeniously extended and rearranged by eighteen hard working supporters from "North of the Border" to spell "NIAGARA."

Congratulations to you in Niagara Falls, Ontario, for the fine work you have done in organizing to promote a better program of reading instruction in the communities which you serve. The members of the Executive Board, who approved your application for a charter on March 9, 1950, wish to extend a hearty welcome to you Local Council Group No. 2.

THE CHILD-DEVELOPMENT RELATIONSHIP TO
READING
(A Contribution of Research)

Gertrude H. Williams
Chairman, Research Committee

I. INTRODUCTION

According to a recent article by Gray (7), investigations of all phases of reading have been in existence for approximately one hundred years. In another analysis of reading research Gates (10) concluded that during the past twenty-five years the total number of studies in reading have greatly exceeded those in any other area of learning. Throughout this entire period, the investigations have become increasingly "intensive and specialized."

Of the countless research reports made available, about three thousand reached justifiable conclusions both in process and content. Included in this group has been a large number of scientific studies specifically concerned with the differentiation of reading instruction, especially in the elementary grades. The fundamental values of differentiated reading instruction have been appraised, with varying adequacy, in terms of chronological age, interests, intelligence quotients, specific reading needs, and other factors. In numerous cases, this work has been extensive and valuable in its implications for better reading instruction on all learning levels.

II. THE CHILD-DEVELOPMENT RELATIONSHIP

The provision of differentiated instruction in reading is closely related to every other problem in the field. Numerous studies, appearing up to this time, have offered practical solutions to the varied problems of individual differences. Despite this fact, a fuller consideration of all aspects of differentiation should be the important concern of classroom teachers as well as research specialists.

Paramount among the reading problems related to differentiated instruction are those concerned with child development. Although this relationship is a potential focal point for the extension of competent research, space limitations will allow only a minimum of crucial evidence as to the precise effect of the related findings on this modification of differentiated reading instruction. Gates(10) emphasized this fact in a recent yearbook on reading instruction. In his presentation of the nature of the reading process, he set forth the assumption that "a most significant principle underlying this yearbook is that child development, in its broadest sense, is influenced by the individual's reading interests, abilities, and habits." He pointed out, also, that growth in readabilities, which are so closely related to all other areas of child development, follows the pattern of continuity that is so strongly evident in the findings of research on general child development. His concept of effective adjustment to individual reading needs advocates the recognition of differences in learning aptitude; the understanding of differences in capacity for growth in the reading skills; and the provision of a continuous reading instructional program from the early elementary level through the college level.

Betts(2) gives "top priority" to the differences that exist among individuals on all learning levels. Here again, research has revealed the significant fact that not only do a wide range of differences at all educational levels, exist, but also that education itself increases these individual differences.

Gray(7) indicates the influences of a child's mental, social, emotional, and physical development upon his achievement in reading. His careful analysis

of a number of researches in reading has revealed significant factors for effective differentiated guidance on all reading levels. He reports: "These findings indicate that the learner must be made a specific focus of attention in planning instruction in reading. They show also that a reading program based on the assumption that uniform requirements and the same standards of attainment for all at a given grade level are appropriate, fails to recognize a basic fact of human nature. They justify the increasing tendency on the part of classroom teachers to carry on continuous and intensive studies of the characteristics and attainments of their pupils and to adjust group and individual instruction to their varying needs.

Another phase of the child development relationship has introduced a new emphasis on the manner of grouping pupils within the classroom. In his discussion on the adjusting of instruction to individual needs, Betts (10) reports the inadequacy of academic accomplishment as a desirable criterion for pupil adjustment. He states: "The trend is in the direction of 'social grouping' The emphasis is shifting from the academic-achievement criterion for grade placement of children to a social-maturity criterion." In another publication, Betts(2) stresses the urgency of group flexibility in a program of differentiated instruction. The fact that an individual belongs in a given group for reading instruction, does not infer that his achievement in other areas of learning would reveal equal development. Wide differences are existent in individual achievement as well as in respect to a group of individuals within a specific classroom situation.

III. IN CONCLUSION

In conclusion, certain major instructional needs have been met through the medium of the child-development relationship to reading instruction. The recognition of the basic individualistic factors in child development is one of the initial considerations in

the improvement of reading instruction. To this realization should be added the understanding that individual differences are increased as the child progresses to each higher grade level.

The use of psychological research in the attack upon educational problems has been largely responsible for the revelations of the child-development relationship to reading instruction. It has contributed valuable information which is available to every teacher who has a genuine concern for the reading efficiency of her pupils. Although great strides have been made in the total program of differentiated guidance in reading, more effective experimental procedures are needed for an improved program of differentiated reading instruction.

BIBLIOGRAPHY

1. Adapting the Schools to Individual Differences, The Twenty-Fourth Yearbook of the National Society for the Study of Education, Bloomington, Illinois: Public School Publishing Company, 1925.
2. Betts, Emmett A. "Approaches to Differentiated Guidance in Reading" Education, Vol. 70, No. 9 (May, 1950), pp. 582-600
3. _____ "Foundations of the Reading Program". (Reprinted from Education) Philadelphia 22: The Reading Clinic, Temple University, 1947.
4. _____ "The Improvement of Reading in the Elementary School." (Reprinted from The Educational Record) Philadelphia 22: The Reading Clinic, Temple University, 1948.
5. Cornell, Ethel I. "The Variability of Children of Different Ages and Its Relation to School Classification and Grouping," University of the State of New York, Bulletin No. 1101. Albany: University of the State of New York, 1936.
6. Gray, W.S. (Comp. and Ed.) Adjust-

ing Reading Programs to Individuals.
Supplementary Educ. Monograph, No. 52,
Chicago: University of Chicago
Press, 1941.

7. "Implications of Research for the Improvement of Reading,"
Education, Vol. 70, No. 9, (May, 1950) pp.
539-547.

8. Lazar, May, "Individualization of
Instruction in Reading," Educational
Research Bulletin of the Bureau of
Reference, Research and Statistics
No. 1. New York: Board of Education
of the City of New York, 1941.

9. McCullough, C.M., Strang, R.M. and
Traxler, A.E., "Problems in the Im-
provement of Reading." New York:
McGraw-Hill Book Company, 1946.

10. "Reading in the Elementary
School." Forty-Eighth Yearbook of
the National Society for the Study
of Education, II. Chicago: The
University of Chicago Press, 1948.

11. "Reading in the High School and
College." Forty-Seventh Yearbook
of the National Society for the
Study of Education, II, Chicago:
University of Chicago Press, 1947.

12. "The Grouping of Pupils", Thirty-
fifth Yearbook of the National Society
for the Study of Education, I. Bloom-
ington, Illinois: Public School Pub-
lishing Company, 1936.

13. Traxler, Arthur E. and Townsend
A., "Another Five Years of Research
in Reading". New York: Educational
Records Bureau, 1946.

14. Wilson, Mary C. "The Teacher's
Problem in a Differentiated Reading
Program," Elementary English, Vol. 24,
(February, 1947) pp. 77-85

PAST PRESIDENTS OF I.C.I.R.I.

1. Eugene Shronk, Principal Granville
Avenue School, Margate City, N.J. (Term
1947-49)
2. Nila Banton Smith, Department of
Educational Psychology, New York
University (Term 1949-50)

CALENDAR OF COMING EVENTS

1. June 26: Annual Conference on
Reading, University of Chicago,
Chicago, Ill.
2. July 3-7: National Education
Association, 87th Annual Meeting
St. Louis, Missouri
3. July 10-14: Fourth Annual Read-
ing Conference, Kent State University,
Kent, Ohio.
4. January 29-February 2, 1951:
Eighth Annual Reading Institute,
Temple University, Philadelphia 22,
Pennsylvania.